

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Everyone agrees that the English language is vitally important and typically it is described as the most important of all school subjects, principally because all of English language skills are needed to a greater in every other school subject, and for social life. Moreover, English is an international language which is used as communication tool by people in most countries in the world. English is taught as a foreign language in Indonesia in order people can communicate with other people from other countries and develop their knowledge.

Teaching learning English is still considered as a complex activity which leads to the unsatisfactory results. The success of a teaching and learning can be caused by several things. Leadership and Development Branch of Teachers (2005) states that effective learning is more focused on the development of an effective teacher. This enhances the understanding of teachers of the material they teach and equips them with instructional strategies that allow their students to learn the materials. But in fact, teachers teach students without a lot of knowledge about how students learn. Most of them do not consider how their students learn whether, if their teaching is based on allowing learning to occur. They did not have concept to understand, describes and articulate the process (Fry et al, 2009).

In teaching learning English, there are four basic skills that learners must be mastered in learning EFL, that is; listening skill, speaking skill, reading skill, and the last is writing skill. The most complex skill that the teacher should teach

well is teaching writing. As stated by Barkaoui (2007), writing is one of the most difficult skills that students are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and sociocultural competencies. It is such a skill of communicating the ideas that helps to reinforce the grammatical structure, enrich students' vocabulary, and assist other language skills such as reading, listening and speaking. Boardman (2002) state that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Also, Zamel (1998) cited by Al-Sawalha and Chow (2012) point out that writing helps students to obtain content knowledge and in the course of analyzing, syntesizing, evaluating and making inferences, student are actually developing their cognitive skills.

Having a good writing skill for students nowadays is really influential. Strong writing skills may enhance students' chances for success (Alexander, 2008). Furthermore, Fageeh (2011) investigated that many EFL learners heavily rely on writing skill in language learning. Next, according to Tuan (2010) English for Foreign Language learners' success in English writing brings them benefits not only in their English learning but also in their life-long careers.

The success of teaching writing in the EFL classroom should be considered. The implementation of teaching writing at Junior High School level is often a little different with the rest. However, the success of teaching writing in the EFL classroom is usually influenced by several factors. Al-samadani (2010) stated that it is a complex and difficult process because it includes multiple skills such as identification the ideas, write down supporting details, reviewing and editing. This difficulty of teaching learning of writing skill is due to the fact that writing skill involves a comprehensive knowledge of grammar, vocabulary,

writing mechanics (e.g., punctuation & capitalization), organizational skills, style, imagination etc. Hermida (2009) also declare that the teaching and learning activities should be properly in order to promote a deep reading and learning accordance to the proposed objectives and learning outcomes.

Writing is identical to composing the texts. In EFL teaching, especially in writing class, students are expected to write down text well. There are many kinds of text that should be learned by students, such as procedure text, news item text, recount text, descriptive text, narrative text, etc. Narrative text is a text that tells about a story of event that usually arranged in chronological order through composition, rising action, climax, falling action, and resolution. Related to Munand (2014), narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. Morrin (2011) add that narrative is the type of writing that tells a story. It usually used for the young learner in learning writing. The story can be used fictional story such as short stories and novels.

Narrative text is one of material which should be learned by junior high school students. The difficulties in composing the text and developing sentences or paragraph may cause the result of student writing to be not optimal. Chain story is one of teaching strategies used to teach writing a story which written by many people and only the next person in the chain knows where the story will end. Based on the previous research, the implementation of the chain story strategy in teaching narrative text has a significant effect. Hidayani and Al-Hafizh (2014) found that there is any difference of students' achievement between the students

who taught using chain story strategy and students who did not teach using chain story strategy.

Previous research related to chain story strategy conducted by Putranto & Pusparini (2013) in their descriptive qualitative research with the title “The Implementation of Steps Chain Story As A Technique To Teach Speaking Procedure Text for Seventh Graders of SMPN 1 Sidoarjo” investigate the implementation of chain story steps which focused on procedure text and students’ speaking ability. The similarity between Putranto & Pusparini (2013) research and this research is investigate the implementation Of Chain Story. The differentiation between Putranto & Pusparini (2013) research and this research are on the skill and the kind of text. Putranto & Pusparini (2013) research focuses on speaking skill and procedure text while this research focuses on writing skill and narrative text. Based on the observation that researchers do, SMPN 1 Cerme and MTS Bani Hasyim experienced a significant increase over implementing chain story strategy on learning narrative text. It motivates researchers to conduct a research towards the implementation of chain story strategy.

Based on what has been discussed above, researcher attempts to do descriptive qualitative research towards the implementation of chain story strategy in teaching narrative text. It is done to produce a theory related to the ideal implementation of chain story strategy in teaching narrative text which can be used as a reference for the teacher who want to implement chain story strategy in teaching narrative text.

1.2 Statement of Problem

Based on the background of the study above, the foundations of the study as the research questions are as follows:

1. How is chain story strategy implementation in teaching narrative text at SMPN 1 Cerme and MTS Bani Hasyim?
2. How are the students' responses toward chain story in teaching narrative text at SMPN 1 Cerme and MTS Bani Hasyim?

1.3 Objective of the Study

Connected to the problem statement mentioned above, the objective of this study is to:

1. Describe the implementation of chain story strategy in teaching narrative text at eight grade students of SMPN 1 Cerme and MTS Bani Hasyim.
2. Find out the students' responses toward chain story in teaching narrative text at eight grade of SMPN 1 Cerme and MTS Bani Hasyim.

1.4 Significance of the Study

There are two significance of this study named theoretical and practical significance. The researcher expects that the results of this study can give the benefits both theoretical and practical aspects.

1.4.1. Theoretical Significance

Researcher expects that this study can give the theories which can be used for supporting other related research.

1.4.2. Practical Significance

For the practical significance, the researcher hopes that this research can give contribution for:

1. The Teachers

The teacher could obtain some significant knowledge toward chain story strategy which can be implemented by teachers in their teaching.

2. Other Researcher

Other researcher can use this research for developing other further research related to this study. It might can be a reference to help them dealing with chain story strategy.

1.5 Scope and Limitation

The researcher chooses the eighth grade students of SMP Negeri 1 Cerme and MTS Bani Hasyim. In this study, the researcher limit this research on the implementation of teaching narrative text using chain story strategy, especially for writing skill. It is included the way teachers presenting the material, the ways students drafting and composing the text, the way teachers giving feedback and revision, and the responses of students of learning narrative text using chain story strategy.

1.6 Key terms

The key terms discussed in this study are: chain story, writing, and narrative text. To avoid misinterpretation of key terms, researcher will give the definition of each key term as below:

Chain story is one of teaching strategy used to teach writing a story which written by many people and only the next person in the chain knows where the story will end.

Writing is a process of compose and put their ideas together includes planning content, drafting, evaluating, revising and editing as stages that lead to the final written product.

Narative text is a text that tells about a story of event that usually arranged in chronological order through composition, rising action, climax, falling action, and resolution. Furthermore, it text has a purpose to make an impression to the reader.